

Grade 3 and Grade 4

**New Jersey
Assessment of
Skills and
Knowledge
(NJ ASK)**



**PARENT, STUDENT, AND TEACHER
INFORMATION GUIDE**

**(GUÍA de INFORMACIÓN PARA
LOS PADRES, LOS ESTUDIANTES
Y LOS MAESTROS)**

Spring 2008

New Jersey Department of Education

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PARENT INFORMATION

DESCRIPTION OF THE NJ ASK

The New Jersey Assessment of Skills and Knowledge (NJ ASK) is the state test for third- and fourth-grade students. It is designed to give your school information about how well your children are achieving in the areas required by New Jersey's Core Curriculum Content Standards. The standards were adopted by the New Jersey State Board of Education after a public process that enlisted the help and advice of many educators, business representatives, and interested citizens. The standards are in the following areas:

1. Language Arts Literacy (including Reading, Writing, Speaking, Listening, and Viewing);
2. Mathematics;
3. Science;
4. Visual and Performing Arts;
5. Social Studies;
6. Health and Physical Education; and
7. World Languages.

The Core Curriculum Content Standards determine what students should know and be able to do at the end of certain grades. State tests assess whether your child is acquiring the skills and knowledge necessary for success.

The state first administered tests to elementary school students in May 1997. Following two years of field testing, the Elementary School Proficiency Assessment (ESPA) was administered officially in 1999, 2000, 2001, and 2002 to all fourth graders in New Jersey public schools.

In 2003, the state replaced the ESPA with the NJ ASK. This change results from the new federal requirements of the No Child Left Behind Act of 2001, which requires all states to provide a system of assessment for every student in grade 3 through grade 8. It also supports New Jersey's Early Literacy Initiative, which has set the goal of having all third graders read on grade level by the end of grade three.

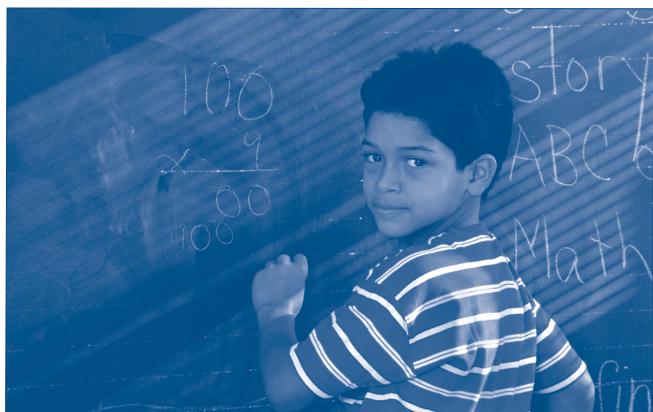
In March 2004, the state administered the Science test to fourth-grade students for the first time. This test was a field test and the results were not reported. In March 2005, NJ ASK Science was administered officially to fourth-grade students only.

In March 2008, third graders will take NJ ASK tests in Language Arts Literacy and Mathematics, while fourth graders will take NJ ASK tests in Language Arts Literacy, Mathematics, and Science. These tests will be scored and the results will help schools plan for the educational needs of their students.

The NJ ASK should be a rewarding experience for children. It will provide useful information about your child's knowledge and skills. Total scores as well as subscores for major knowledge areas and skills will be reported in each content area. For example, in Mathematics, in addition to a total test score, each student will receive a subscore for the clusters of questions that require numerical operations, geometry and measurement, data analysis, and the ability to work with patterns and algebra.

We believe the experience gained from taking this test will help your children when they take the state's tests at other grade levels, including the eighth-grade test and the state's high school graduation test.

As the only tests that measure achievement of the New Jersey Core Curriculum Content Standards, the NJ ASK, GEPA, and HSPA should provide the information necessary for determining how well



a student and a school are doing in meeting those standards, and where any improvement is needed.

1. Who will be tested?

The NJ ASK is designed to measure how well your children are achieving the Core Curriculum Content Standards. This includes most children with educational disabilities and most children whose English language skills are limited. Students with disabilities will be working toward achieving the standards at whatever level is appropriate for them and with whatever supports they need, such as large-print type. These supports would be defined in their Individualized Education Programs (IEPs) or plans required under Section 504. It is important for as many children with disabilities as possible to participate in the NJ ASK. These students can use accommodations and modifications approved by the NJDOE to help them demonstrate what they know and are able to do. Accommodations and modifications used during NJ ASK testing should be the same as those used by these students in other classroom testing.

Every student with disabilities must take each subject area of the NJ ASK. Decisions about the state assessment and accommodations and modifications are made by an IEP or 504 team. If the IEP team decides that a student will not take the NJ ASK in Language Arts Literacy, Mathematics, and/or Science, the child will take the Alternate Proficiency Assessment (APA). The APA—a portfolio assessment—was first administered in 2001 and measures performances in Language Arts Literacy, Mathematics, and Science, based on each student's IEP goals as they relate to the Core Curriculum Content Standards. Contact your case manager if you have questions about what state assessment your child will take or what accommodations and modifications he or she will have during testing. Students with disabilities must be assigned a grade level and must take the test in their respective grade assignment.

A few limited English proficient (LEP) children may not be required to take the Language Arts Literacy section of the test. For more information regarding this, please contact your local education agency. Other LEP children may need accommodations during testing. Appropriate test accommodations are available to these children in their schools. Other testing options will be developed in the future, perhaps in the native languages of these children.

2. What types of questions are on the NJ ASK?

The NJ ASK has two major types of questions. The first type is multiple-choice, for which children are asked to choose one correct answer from among four choices. Multiple-choice questions add much to the reliability, or consistency, of the test because many good questions that focus on a broad range of skills can be answered by the children in a short span of time. Also, these questions are objective and do not require scoring by trained professionals.

The second type of question is the open-ended question. Children will answer these with short or long written responses. The advantage of this type of question is that it allows the children to express what they know about each question in their own words. Students may also present their response using diagrams, graphics, and/or pictures. New Jersey has many years of experience in developing and scoring this type of question.

3. How can a child prepare for the NJ ASK?

Parents can always help by making sure their children eat well and get plenty of sleep. This is especially true at testing time.

Parents should support their children in all academic work. Children should be provided with time and a quiet place to do homework. Parents and children should make opportunities to read to each other.

Children should be encouraged to talk about school and homework and to communicate and express ideas to their parents.

4. How long is the 2008 test?

For fourth graders, the Spring 2008 NJ ASK will take place over five mornings, from March 10 to March 14. For third graders, the Spring 2008 NJ ASK will take place over three mornings, from March 10 to March 12. For both third and fourth graders, the test will range from about 60 minutes to 100 minutes of testing time per morning, not including time for distributing and collecting materials, reading directions, and giving breaks to children.

5. How fair is the NJ ASK?

All test questions are carefully reviewed by trained professionals and educators to ensure that the questions are fair and are not offensive to any group of people. After the test, all questions undergo statistical analysis for any racial, ethnic, and gender bias. If a test question has poor statistical results from these analyses, it is eliminated from future tests.

Teachers, child study team members, and administrators knowledgeable about children with special needs are involved in the development of New Jersey's statewide assessments. The state also relies on educators' suggestions for accommodations to make the test accessible to these children and to allow them to demonstrate what they know.

6. How can I receive more information about the NJ ASK?

The New Jersey Department of Education has developed materials to help parents and teachers prepare students for the NJ ASK. This pamphlet, for example, is provided through your child's school. Additional information about the NJ ASK and your child's progress in developing the skills and knowledge tested is available at your local school or district office.

The Department of Education offers four sources of information about the NJ ASK.

- Web site: <http://www.state.nj.us/education>
- Web site: <http://www.ets.org/njask>
- Web site: <http://www.njpep.org/assessment>
- Office of State Assessments
609-341-3456

Mailing address:

New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500



STUDENT INFORMATION

1. What is the NJ ASK?

In March, you and other students in grades 3 and 4 will take the New Jersey Assessment of Skills and Knowledge, which is called NJ ASK. The test will show what skills and knowledge you are learning in Language Arts Literacy, Mathematics, and Science. Do the best you can to show what you have learned.

If you are in third grade, you will take the NJ ASK on three mornings. On the first two days, your test will focus on Language Arts Literacy. On the third day, you will take the Mathematics test.

If you are in fourth grade, you will take the NJ ASK on five mornings: two days for Language Arts Literacy, two days for Mathematics, and one day for Science.

2. What are the questions like on the NJ ASK?

The NJ ASK consists of several different types of questions, including multiple-choice questions, open-ended questions, and writing tasks. A description of these items and some sample questions begin on page 9.



Note to teachers: You should carefully review this section with your students, including the completion of the sample questions provided.

3. What should I expect when I take the NJ ASK?

The Language Arts Literacy test will have multiple-choice questions and open-ended questions. You will be asked to read passages and respond to questions. There will be writing tasks that have you write about a picture you will see or a poem you will read.

The Mathematics test will have multiple-choice questions and open-ended questions. You will use a calculator for some parts of this test. Two parts of the test will focus on mental math and estimation problems. You will also use math manipulatives and a ruler for some questions on the test.

The Science test, like the tests in Language Arts Literacy and Mathematics, will have multiple-choice and open-ended questions. You will answer questions about life, physical, and earth science.

All test sections are timed. If you are done before the time is over, you may not go on to the next test section. You will find instructions on the bottom corner of each page that tell you when to continue and when to stop. If you have not finished the test section when your teacher tells you time is up, you still must stop and put your pencil down.

4. What else should I know about taking the NJ ASK?

When you take the NJ ASK, your teacher will give you clear instructions about how to do each test section before you begin. During the test, your teacher will also let you know the time remaining for completing each test section. You may write (or print) in the extra space on a test book page when you are figuring out an answer. **However, be sure to place your answers only in the spaces provided in your test booklet.** Also, be sure to keep all of your work within the border that surrounds each page. Your teacher will remind you of this on the mornings you take the test.

If you wish, on the mornings of each test, you may bring a book with you to read for pleasure. If you finish a test section before the time is up and you have checked your work to be sure you have done your best, you can sit and quietly read your book.

SAMPLE QUESTIONS

The Language Arts Literacy section of the NJ ASK has both multiple-choice and open-ended questions. These questions always focus on a reading passage. For each multiple-choice question, you will choose the best answer from four answer choices. To show your answer, you will darken the circle of the answer you choose.

For both third and fourth graders, the NJ ASK provides two types of reading passages: a story and a text that gives information or directions for doing a task. An example of text and questions that might appear on NJ ASK3 is found on pages 10–15.

An example of text and questions that might appear on NJ ASK4 is found on pages 16–19.

Bark and Leaf Rubbings

Tree trunks and branches have a thick, protective covering called bark. The bark has patterns of ridges, knobs, slits, twists, and holes all over it. The patterns are different on each kind of tree. Leaves also have different shapes and patterns. The easiest way to recognize a tree is by looking at its leaves. Make bark and leaf rubbings to see these shapes and patterns clearly.

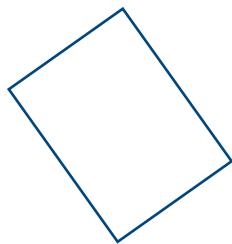
YOU WILL NEED THESE MATERIALS AND TOOLS



Leaves



Tacks



Thick paper

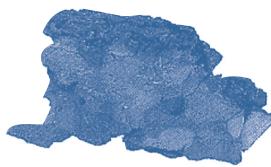


Wax crayons



Bark

Bark is waterproof and too tough for most animals to eat. It protects the softer wood inside. As trees grow, their trunks and branches get thicker. But the bark on the outside is dead, so it cracks and flakes as new bark grows underneath. It is these cracks that make the different patterns for each tree.



Naeve has made a collection of bark and leaf rubbings. She has used different colored wax crayons for each tree.



1. Find a tree with some knobby bark. Pin a piece of paper to the tree trunk with some tacks. Bark is tough, so ask an adult to help.



2. Use a wax crayon to rub over the paper. Rub just hard enough to allow the pattern to show. Do not press too hard or the paper will tear.



3. Make bark rubbings from different trees. Find some nice fallen leaves from each tree and give them to a friend.



4. Your friend can choose the leaves she likes best. Ask your friend to make rubbings of these leaves to go with your bark pictures.

LANGUAGE ARTS LITERACY

Leaf



1. To make a leaf rubbing, lay the chosen leaf with its underside face up on a smooth, hard surface. Cover it completely with a sheet of paper.



2. Rub a wax crayon over the paper until the leaf vein pattern shows through. Do not press too hard or the pattern will not come out.



3. On the piece of paper, write the name of the leaf and when you did the rubbing. Try more rubbings using leaves from other trees.

4. Notice how the leaves from different trees have a different shape and pattern of veins. The veins will show up clearly on your rubbings.



5. Match the bark rubbings to the leaf rubbings. To keep all the rubbings safe and clean, glue them into a nature notebook.

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LANGUAGE ARTS LITERACY

Following each reading passage are multiple-choice and open-ended questions. These are two examples of multiple-choice questions for the “Bark and Leaf Rubbings” article:

1. What is the easiest way to identify a tree?

- (A) by looking at its leaves
- (B) by looking at its bark
- (C) by feeling the leaves
- (D) by feeling the bark

The correct answer is A.

2. Which one of these actions can ruin your leaf rubbing?

- (A) placing the leaf’s underside face up
- (B) rubbing a wax crayon over the paper
- (C) pressing the crayon down hard on the paper
- (D) writing the name of the leaf on your picture

The correct answer is C.

For each reading passage on NJ ASK3, you will write a response to an open-ended question about the passage. For example, the “Bark and Leaf Rubbings” article, which describes how to do rubbings, might have the following open-ended item:

- 3. If your teacher asked you to make either a leaf rubbing or a bark rubbing, which one would you choose? Explain what problems you might have while doing this activity.**

Write your answer on the lines below.

Amazing Animal Tricks

From the moment a creature is born, it must eat and try to avoid being eaten. Most animals use some form of disguise, or camouflage, which helps to hide them among their surroundings.

In the snow, animals with dark coats would be seen easily. Many creatures grow a white coat to help them hide from enemies. Some are white or pale-colored all year round. Others change the color of their coat to suit the season.

Some animals have color cells in their skin that allow them to change skin color. They do this to blend with their background, to show emotion, and to cool down or heat up.

Many animals don't look like animals at all. Instead, they mimic, or imitate, something their enemies would overlook or never eat.

Hunters learn to avoid animals that are unpleasant or poisonous. Many harmless animals mimic, or look like, harmful animals as a form of protection.

Eyes can give their owner away to the enemy when they catch the light. Special stripes and patterns on the head help many animals to hide their eyes. Some animals even have "false eyes" somewhere else on their body to add to the disguise.

Hunters use camouflage so they can pounce on their prey before the prey sees them. Some sneak up on their meal. Others keep very still and wait for a meal to come to them!

Young animals are usually weak and defenseless, so camouflage is of extra importance to them. Some are born with the same camouflage as their parents, while others have their own special disguise until they become adults.

To protect themselves and their young, or get a better chance of grabbing a meal, animals can be the most amazing actors.

One way of hiding from enemies — or from prey — is to wear a fancy dress. Some animals use sticks, stones, plants, and even other animals to disguise themselves and protect their body from attack.

Hopping twig

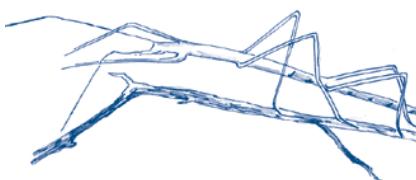
Some insects with no form of self-defense imitate something insect eaters do not eat. This treehopper has amazing twiglike growths on its back, making it look like a piece of tasteless wood.

Leaf with legs

The Javanese leaf insect is an amazing imitation of a real leaf. It has markings which look like the midrib and veins of a real leaf, and brown markings like a leaf that is dying.

**Wrapped up**

Ring-tailed lemurs rest in the trees during the day, wrapping their thick black-and-white banded tail around them. The tail acts like a cloak to hide the lemur in the patches of light and shade in the tree.

Stick insect

Certain insects, such as this South American grasshopper, mimic sticks.

Many add to their

disguise by swaying gently, as if caught in a light breeze.

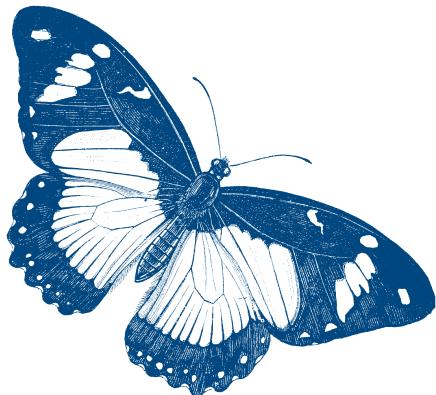
Dotty runner

Guinea fowls live in flocks. They prefer to run rather than fly, but if they are attacked, they fly up into the trees where their spotted feathers make them difficult to see.



LANGUAGE ARTS LITERACY

Following each reading passage are multiple-choice and open-ended questions. These are two examples of multiple-choice questions for the “Amazing Animal Tricks” article:



1. Which of these creatures would need an environment that would be difficult to provide in a school environmental center?

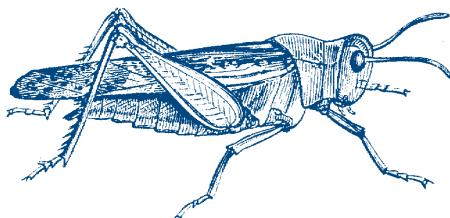
- (A) hopping twig
- (B) snowshoe hare
- (C) leafy leaper
- (D) cricket

The correct answer is B.

2. Suppose you were selecting creatures for a school environmental center. Which of the following questions could you ask to help you decide which creatures to choose?

- (A) Do some of these creatures eat others?
- (B) Are any of these creatures pets?
- (C) Who will take care of the garden?
- (D) Do any of these creatures have nests?

The correct answer is A.

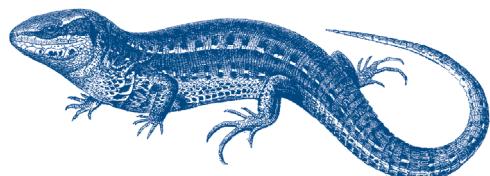


For each reading passage on NJ ASK4, you also will write a response to questions about the passage. For example, the “Amazing Animal Tricks” article, which describes creatures in nature, might have the following open-ended item:



- 3. Which of the creatures could hide best, not in its own environment, but in your school?**

Choose one of these creatures, and give reasons why that creature could hide in your school.



Write your answer on the lines below.

A high-scoring open-ended response would show an understanding of the task and would give a clear explanation of why one of these creatures could hide best in your school.

LANGUAGE ARTS LITERACY

In addition, for both third and fourth graders, NJ ASK in Language Arts Literacy will provide two writing activities. In one activity, you will look at a picture and then write a story about what is happening in the picture.



In another activity, you will listen to and read a poem. Then you will read a prompt that asks you to write a composition describing something or explaining an idea that is introduced in the poem. The prompt for “Moon-Catchin’ Net” is on page 22.



MOON-CATCHIN' NET

by Shel Silverstein

I've made me a moon-catchin' net,
And I'm goin' huntin' tonight,
I'll run along swingin' it over my head,
And grab for that big ball of light.

So tomorrow just look at the sky,
And if there's no moon you can bet
I've found what I sought and I finally caught
The moon in my moon-catchin' net.



But if the moon's still shinin' there,
Look close underneath and you'll get
A clear look at me in the sky swingin' free
With a star in my moon-catchin' net.



LANGUAGE ARTS LITERACY

Has there ever been something you wanted very much that you may or may not have been able to get? Write about what you wanted. Include the following:

- **What did you want to have?**
- **Why did you want this?**
- **If you got it, explain how it happened.**
- **Explain why you were successful in getting it.**
- **If you didn't get it, explain why not.**
- **Explain how you might be successful in getting it in the future.**

You may take notes, create a web, or do other prewriting work in the space provided. Then, write your description on the lines provided.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

Writer's Checklist

Remember to

- Keep the central idea or topic in mind.
- Keep your audience in mind.
- Support your ideas with details, explanations, and examples.
- State your ideas in a clear sequence.
- Include an opening and a closing.
- Use a variety of words and vary your sentence structure.
- State your opinion or conclusion clearly.
- Capitalize, spell, and use punctuation correctly.
- Write neatly.

After you write your composition, read what you have written. Use the checklist to make certain that your writing is the best it can be.

SAMPLE QUESTIONS

The NJ ASK's multiple-choice questions in Mathematics let the student choose the one best answer from four answer choices. Again, you will darken the circle of the correct answer choice. These are examples of Mathematics multiple-choice questions:

Grade 3 (Non-calculator Item)

1. Estimate 39×7 . The product is between which numbers?

- (A) **1000 and 1200**
- (B) **700 and 900**
- (C) **400 and 600**
- (D) **100 and 300**

The correct answer is D.

Grade 4 (Non-calculator Item)

2. Estimate 39×11 . The product is between which numbers?

- (A) **30 and 80**
- (B) **100 and 150**
- (C) **300 and 800**
- (D) **1000 and 1500**

The correct answer is C.

MATHEMATICS

Grade 3

3. Which rule is assigned to the input numbers in order to get the output numbers?

Input	Output
3	6
5	8
6	9
8	11

- (A) Add 3**
- (B) Subtract 3**
- (C) Multiply by 2**
- (D) Divide by 2**

The correct answer is A.

Grade 4

4. What number is missing in the output column of the table below?

Input	Output
4	12
6	18
7	
9	27

- (A) 20**
- (B) 21**
- (C) 22**
- (D) 24**

The correct answer is B.

Grade 3

5. Orlando has a bag of 10 marbles that contains 4 red marbles and 6 blue marbles. If Orlando reached into the bag without looking and picked one marble, what is the probability that he would pick a blue marble?

- (A) 1 out of 6
- (B) 4 out of 10
- (C) 6 out of 10
- (D) 4 out of 6

The correct answer is C.

Grade 4

6. Joanne has a bag of marbles that contains 7 blue marbles, 4 red marbles, 3 white marbles, and 2 yellow marbles. If Joanne wants to pick a marble out of the bag without looking, what is the probability that she will pick a red or yellow marble?

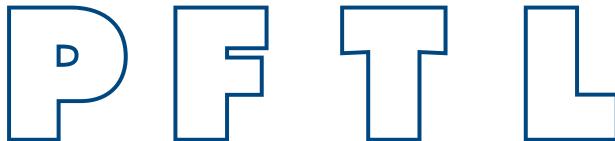
- (A) $\frac{7}{16}$
- (B) $\frac{6}{16}$
- (C) $\frac{4}{16}$
- (D) $\frac{2}{16}$

The correct answer is B.

MATHEMATICS

Grade 3

7. Which of these letters has a line of symmetry?



- (A) **P**
- (B) **F**
- (C) **T**
- (D) **L**

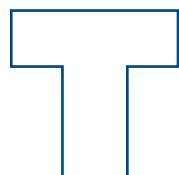
The correct answer is C.

Grade 4

8. Neil made these cutouts for a mobile. Which cutout has more than one line of symmetry?



(A)



(B)



(C)



(D)



The correct answer is D.

MATHEMATICS

Grade 3

9. Rosa has 3 sweatshirts: a grey one, a yellow one, and a red one. She also has 2 pairs of jeans: a blue pair and a green pair. If an outfit consists of one sweatshirt and one pair of jeans, how many different outfits can Rosa make?

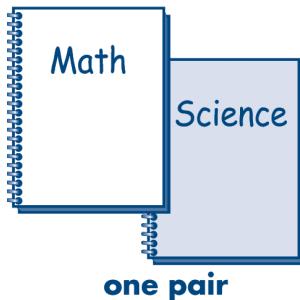
- (A) 8
- (B) 6
- (C) 5
- (D) 3

The correct answer is B.

Grade 4

10. Brian has 4 notebooks: one for math, one for science, one for language arts, and one for social studies. He is going to take two notebooks home tonight.

Example:



How many different pairs of notebooks could Brian take home?

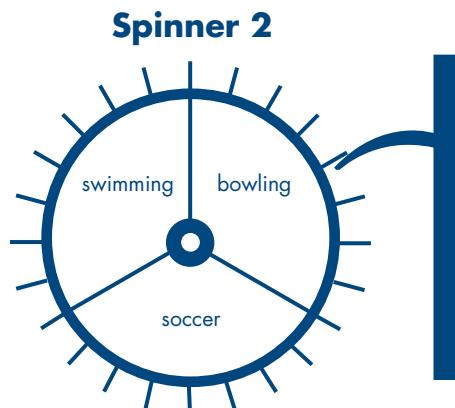
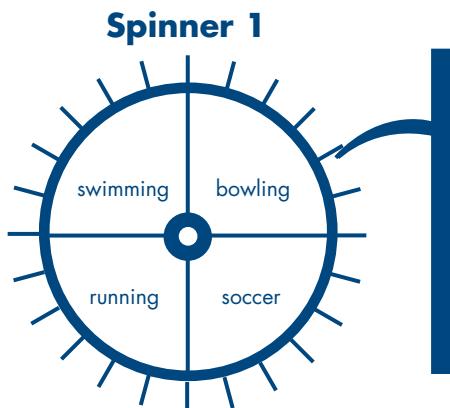
- (A) 2
- (B) 4
- (C) 6
- (D) 8

The correct answer is C.

The NJ ASK's open-ended questions in Mathematics have no answer choices. You will write and/or draw your answers to these questions **in the spaces provided in the test booklet**. These are examples of Mathematics open-ended questions:

Grade 3

- 11. It is Cheryl's turn to spin a spinner to choose an activity for her physical education class. Cheryl will spin one of the spinners below to decide what the class will do.**



Cheryl's favorite activity is swimming.

- Find the probability of landing on swimming using Spinner 1.
- Find the probability of landing on swimming using Spinner 2.
- Decide which spinner Cheryl should choose if she wants to go swimming.
- Explain why Cheryl should choose this spinner.

Sample 3-point (highest score) response would answer each part of the question correctly. (Appropriate responses may be written in different ways.)

- 1 out of 4 times
- 1 out of 3 times
- Spinner 2
- There is a better chance to go swimming in 1 out of 3 times than in 1 out of 4 times.

MATHEMATICS

Grade 4

- 12. You have to choose between two different job offers for the same four-day period. The first job pays \$5.00 each day for the 4 days. The second job pays \$1.00 for the first day, and each day after the first, you will be paid twice the amount you received the previous day.**

- **Which job will pay you the greatest amount for the 4 days?**
- **Would your answer change if you were working for more than 4 days?**

Show your work or explain your answer.

Sample 3-point answer

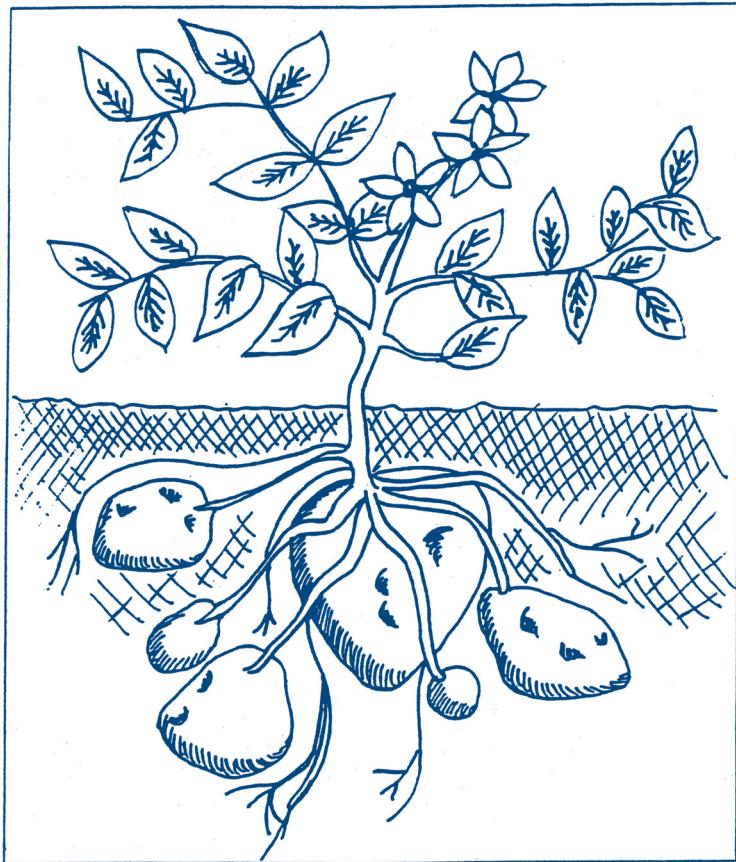
$$\text{Job 1} = 4 \times 5 = \$20$$

$$\begin{aligned}\text{Job 2} = & 1 + 2 + 4 + 8 = \$15 \\ & (+ 16 + 32 + 64)\end{aligned}$$

Job 1 gives the most money for 4 days because \$20 is more than \$15. If you worked for 5 days, Job 2 would give more money because $15 + 16 = \$31$, but $\$20 + 5 = \25 .

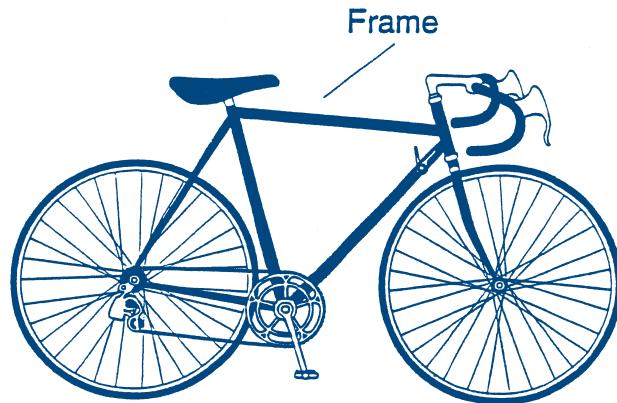
SAMPLE QUESTIONS

The NJ ASK's multiple-choice questions in Science let the students choose the one best answer from four answer choices. Again, you will darken the circle of the correct answer choice. These are examples of Science multiple-choice questions:



- 1. Which part of the potato plant shown above makes the most food for the plant?**
- (A) roots
 - (B) stems
 - (C) leaves
 - (D) flowers

The correct answer is C.



2. What property of matter makes aluminum a good choice to use for a bicycle frame?

- (A) color
- (B) weight
- (C) texture
- (D) height

The correct answer is B.

3. Which of these will take the greatest force to stop it from falling?

- (A) a 2-kilogram steel block
- (B) a 3-kilogram box of feathers
- (C) a 5-kilogram bowling ball
- (D) a 7-kilogram sack of leaves

The correct answer is D.

The picture below shows four different rock layers in a hillside.



4. What is the best evidence that one of these layers of rock was formed under an ocean?

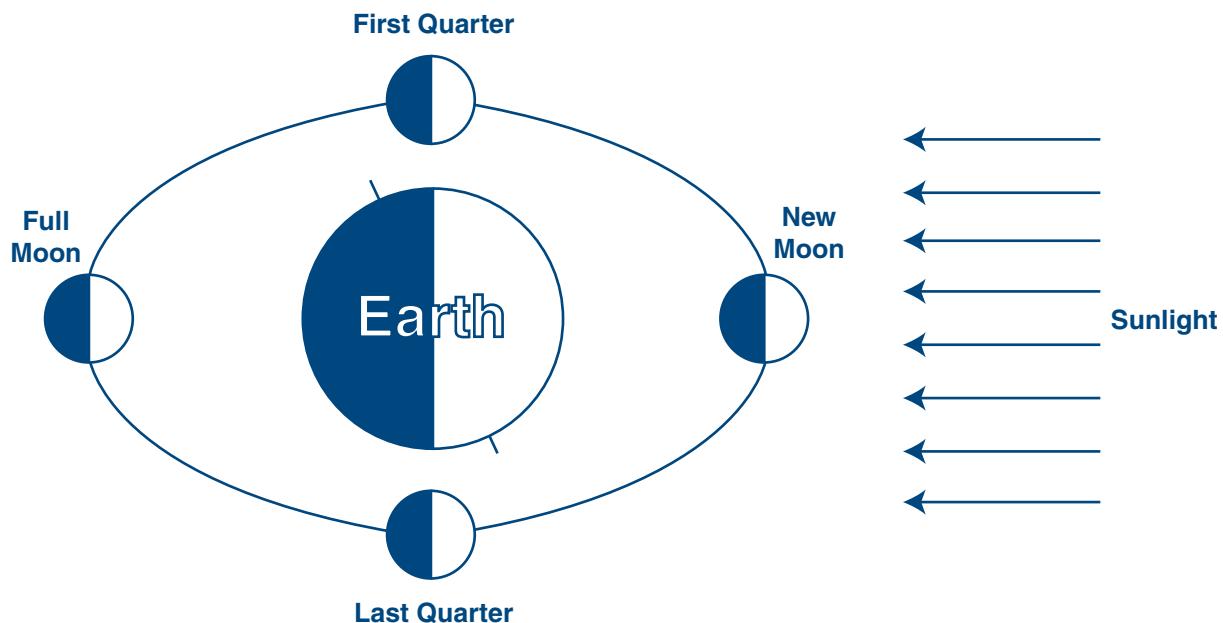
- (A) the thickness of the layer
- (B) the type of fossils in the layer
- (C) the number of caves in the layer
- (D) the height above sea level of the layer

The correct answer is B.

5. Many wolves used to live in East Coast forests. Some people think it is a good idea to bring wolves back into the forests. What part of the community will probably decrease if the wolves come back to the forests?

- (A) the deer and rabbits that live in the forest
- (B) the trees that make up the forest
- (C) the grasses that grow in the forest
- (D) the birds that live in trees in the forest

The correct answer is A.

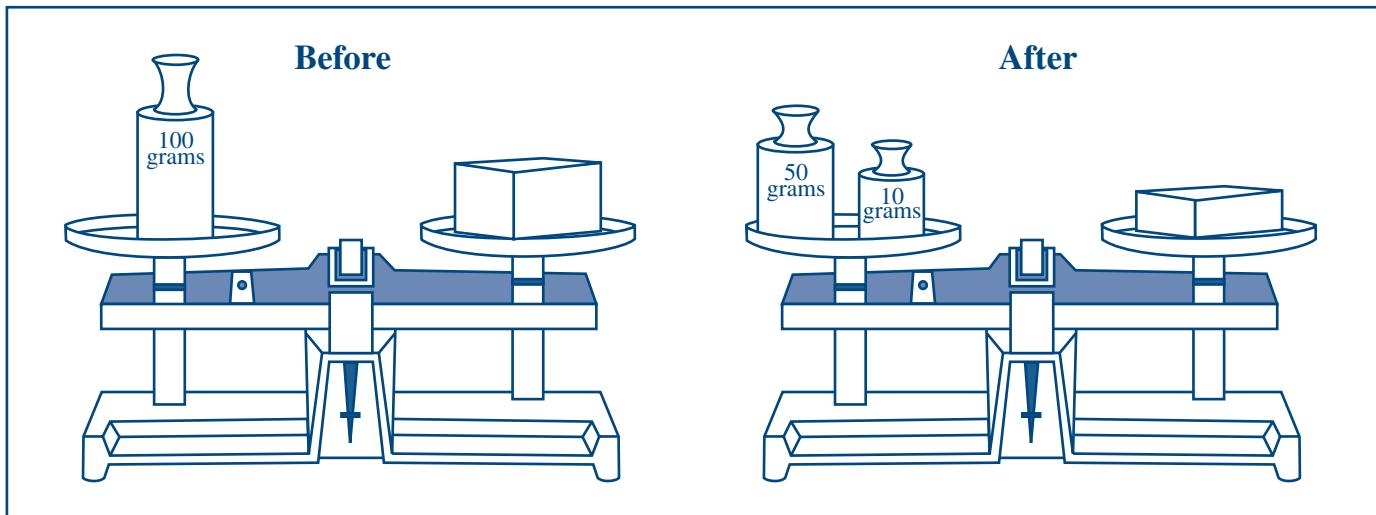


6. The diagram above shows the position of Earth during the new moon and the full moon. About how long does it take the Moon to go from the new moon to the full moon position?
- (A) 1 day
 - (B) 7 days
 - (C) 14 days
 - (D) 28 days

The correct answer is C.

SAMPLE QUESTIONS

The NJ ASK's open-ended questions in Science have no answer choices. You will write and/or draw your answers to these questions **in the spaces provided in the test booklet**. These are examples of Science open-ended questions:



- 7. The pictures show a piece of wood before and after it was cut. Fill in the chart below to tell about the wood that was cut.**

	Before	After	Amount of Change
Weight of wood in grams			

List at least two properties of the piece of wood that changed.

Sample 3-point answer

	Before	After	Amount of Change
Weight of wood in grams	100 g	60 g	40 g

The block of wood changed in size and weight because it was cut.

SCIENCE



8. The picture above shows a leaf that Sam found. Which one of the following leaves came from the same kind of tree? Explain your answer. Give at least two reasons in your answer.

Write your answer on the lines on the next page.



A



C



B



D

Sample 3-point answer

The answer is D because the vein patterns and shape are alike. The leaf is also smaller than the leaf in the picture above.

Examen de la habilidad general (NJ ASK) de la escuela primaria para el tercero y cuarto grados

INFORMACIÓN PARA LOS PADRES

DESCRIPCIÓN DEL NJ ASK

El NJ ASK es el examen estatal que se les da a los estudiantes del tercero y cuarto grados. Está diseñado para ofrecer a su escuela información acerca del progreso de sus hijos(as) en las áreas requeridas por las Normas para el Contenido Básico de Estudios (Core Curriculum Content Standards, por su siglas en inglés) de Nueva Jersey. La Junta de Educación del Estado de Nueva Jersey adoptó las normas después de un procedimiento público que contó con la ayuda y el consejo de un gran número de educadores, representantes de negocios y ciudadanos interesados. Las normas incluyen las áreas siguientes:

1. Artes del Lenguaje (incluyendo Lectura, Composición, Oratoria, Audición y Visualización);
2. Matemáticas;
3. Ciencias;
4. Artes Visuales y Teatrales;
5. Estudios Sociales;
6. Salud y Educación Física; y
7. Lenguas Extranjeras.

Las Normas para el Contenido Básico de Estudios identifican lo que los estudiantes deben saber y deben ser capaces de hacer al final de ciertos grados. Los exámenes del estado evalúan si su hijo/a está adquiriendo las destrezas y el conocimiento necesario para tener éxito.

El estado administró, por primera vez, los exámenes a los estudiantes de las escuelas primarias en el mes de mayo de 1997. Después de suministrar exámenes preliminares por dos años, se administró la Evaluación de proficiencia de escuelas elementales (ESPA, por sus siglas en inglés) oficialmente en los años de 1999, 2000, 2001 y 2002 a todos los estudiantes de cuarto grado de las escuelas públicas en Nueva Jersey.

En el año 2003, el estado reemplazó el examen del SPA por el NJ ASK. Este cambio se debe a los nuevos requerimientos federales del acta "Ningún

Niño Dejado Atrás" del año 2001 que requiere que todos los estados provean un sistema de medición para cada estudiante desde el grado 3 hasta el grado 8. También apoya la "Iniciativa temprana de instrucción" de Nueva Jersey, que ha establecido una meta para que todos los estudiantes del tercer grado lean a este nivel al finalizar el tercer grado.

En marzo de 2004, el estado administró el examen de Ciencias para los alumnos de cuarto grado por primera vez. Este examen fue un examen de campo y los resultados no fueron reportados. En marzo de 2005, el NJ ASK de Ciencias fue administrado oficialmente sólo para estudiantes de cuarto grado.

En marzo de 2008, los estudiantes del tercer grado tomarán el NJ ASK en Artes del Lenguaje y Matemáticas, mientras que los estudiantes del cuarto grado tomarán el NJ ASK en Artes del Lenguaje, Matemáticas y Ciencias. Estas pruebas serán calificadas y sus resultados ayudarán a las escuelas planificar para las necesidades educativas de sus estudiantes.

Los exámenes del NJ ASK deben servir como una experiencia gratificante para los niños. Proveerá información válida de las destrezas y los conocimientos de su niño(a) para cada materia que se examine. Las puntuaciones totales y parciales serán reportadas en cada área de contenido. Por ejemplo, en matemáticas, además de recibir una calificación total, cada estudiante recibirá una calificación específica para cada grupo de preguntas que requieran operaciones numéricas, geometría y medición, y análisis de datos. Además, cada estudiante obtendrá una calificación que mida su habilidad para trabajar con patrones y álgebra.

También creemos que la experiencia obtenida al tomar el NJ ASK ayudará a sus niños a tomar otros exámenes estatales para otros niveles de grado, incluso el examen del octavo grado y el examen de graduación.

Los exámenes del NJ ASK, GEPA y HSPA miden el conocimiento de las Normas para el Contenido Básico de Estudios. Por eso, deben proveer la información necesaria para determinar el progreso de los estudiantes y la escuela para alcanzar estas normas y determinar en que áreas necesitan mejorar.

1. ¿Quién tomará el examen?

El NJ ASK está diseñado para medir el progreso de su hijo/a para alcanzar las Normas para el Contenido Básico de Estudios. Esto incluye a la mayoría de los niños que reciben servicios de educación especial y a la mayoría de los niños con habilidades limitadas en el idioma inglés. Los estudiantes con necesidades especiales trabajarán para alcanzar las normas a niveles apropiados para ellos y con los ajustes que necesiten en el examen, como impresiones en letra grande. Estos apoyos se definen en los Programas de Educación Individualizada (IEP, por sus siglas en inglés) o en los planes requeridos bajo la Sección 504. Es importante que el mayor número posible de niños con necesidades especiales participen en el NJ ASK. Existe una lista larga de arreglos y ajustes aprobados por el Departamento de Educación del Estado de Nueva Jersey para estos estudiantes, para ayudarles a demostrar lo que saben cuando tomen el NJ ASK. Estas modificaciones deberán ser las mismas usadas por estos estudiantes en otros tipos de exámenes que se administran en la clase.

Cada estudiante con limitaciones deberá tomar cada área de contenido del NJ ASK. Las decisiones sobre la evaluación estatal y los acomodos y modificaciones serán tomadas por un equipo del IEP o 504. Si el equipo del IEP decide que un estudiante no tomará el NJ ASK en Artes del Lenguaje, Matemáticas y/o Ciencias, el estudiante tomará la Evaluación Alterna de Proficiencia (APA, por sus siglas en inglés). La APA—una evaluación con portafolio—fue administrada por primera vez en 2001 y mide la ejecución en Artes del Lenguaje, Matemáticas y Ciencias basándose en las metas IEP de cada estudiante y su relación con las Normas para el Contenido Básico de Estudios. Comuníquese con el (la) administrador(a) de su caso si tiene preguntas sobre cuál evaluación tomará su niño(a), o sobre cuáles acomodos

y modificaciones tendrá disponibles durante la prueba. Los estudiantes con limitaciones serán asignados a un nivel de grado y tomarán el examen de acuerdo a su respectivo grado.

Algunos niños con Limitaciones de Proficiencia en Inglés (LEP, por sus siglas en inglés) podrían no ser requeridos tomar la sección del examen de Artes de Lenguaje. Para más información sobre requisitos, por favor comuníquese con su agencia de educación local. Otros niños LEP podrían necesitar acomodos especiales durante el examen. En las escuelas, están disponibles para los niños los acomodos apropiados para el examen. Otras opciones de examen serán desarrolladas en el futuro, probablemente en el idioma nativo de estos niños.

2. ¿Cuáles son los tipos de preguntas que están en el NJ ASK?

El NJ ASK contiene dos tipos de preguntas principales. El primer tipo es la respuesta múltiple en la que se les pide a los niños que escojan una de las cuatro opciones como respuesta correcta. Las preguntas de respuesta múltiple incrementan mucho la confianza o la consistencia del examen, puesto que los niños pueden responder dentro de poco tiempo a una variedad de preguntas importantes enfocando sobre una gran amplitud de destrezas. Además, estas preguntas son objetivas y no requieren un entrenamiento para ser evaluadas.

El segundo tipo de preguntas son de respuestas abiertas. Los niños contestan estas preguntas por escrito con respuestas cortas o largas. La ventaja de este tipo de preguntas es que permiten que los niños expresen en sus propias palabras lo que saben acerca de cada pregunta. También, los estudiantes pueden presentar sus respuestas usando diagramas, gráficos y/o grabados. Nueva Jersey tiene muchos años de experiencia desarrollando y evaluando este tipo de preguntas.

3. ¿Cómo puede un niño prepararse para el NJ ASK?

Los padres siempre pueden ayudar a sus hijos asegurándose de que coman bien y que duerman lo suficiente. Esto es especialmente importante durante los días del examen. Los padres deben apoyar a sus hijos en todo su trabajo académico. Los niños necesitan tiempo y un lugar para hacer su tarea. Los padres y los niños deben crear oportunidades para leer juntos.

Se debe animar a los niños a hablar acerca de la escuela y de sus tareas y a expresar y comunicar sus ideas con sus padres.

4. ¿Cuánto tiempo dura el examen del 2008?

Para los estudiantes de cuarto grado, el NJ ASK de la primavera del 2008 se llevará a cabo durante cinco días en las mañanas, del 10 al 14 de marzo. Para los estudiantes de tercer grado, el examen de NJ ASK de la primavera del 2008 se llevará a cabo durante tres días en las mañanas, del 10 al 12 de marzo. Para los estudiantes del tercero y cuarto grados, el examen variará entre 60 y 100 minutos por día, sin incluir la distribución y reunión de materiales, la lectura de instrucciones y los tiempos de descanso para los niños.

5. ¿Qué tan imparcial es el NJ ASK?

Todas las preguntas del examen han sido cuidadosamente revisadas por los educadores y profesionales entrenados para asegurarse de que las preguntas sean imparciales y que no ofendan a ningún grupo de personas. Después del examen, todas las preguntas pasan por un análisis estadístico para determinar cualquier prejuicio étnico, racial y de género. Si una de las preguntas del examen obtiene un mal resultado estadístico por parte de este análisis, será eliminada de los exámenes en el futuro.

Los maestros, miembros de los grupos de estudios de los niños y los administradores, con conocimiento sobre los niños con necesidades especiales, también participan en todo el Estado de Nueva Jersey en el desarrollo de la evaluación. Además, el estado también depende de las

sugerencias que proponen los educadores para que los niños con necesidades especiales tengan acceso al examen que les permita demostrar sus destrezas.

6. ¿Cómo puedo recibir más información sobre el NJ ASK?

El Departamento de Educación del Estado de Nueva Jersey ha desarrollado materiales para ayudar a los padres y maestros a preparar a los estudiantes para el NJ ASK. Como ejemplo, la escuela de su hijo(a) le suministra este folleto. Su escuela o la oficina del distrito escolar tiene información adicional sobre el NJ ASK y sobre el progreso de su hijo(a) en cuanto al desarrollo de las destrezas y conocimientos que se miden en el examen.

El Departamento de Educación ofrece cuatro fuentes de información para obtener material sobre el NJ ASK.

- Página de la Internet:
<http://www.state.nj.us/education>
- Página de la Internet:
<http://www.ets.org/njask>
- Página de la Internet:
<http://www.njpep.org/assessment>
- Oficina de Evaluaciones del Estado
609-341-3456

Dirección para obtener información:
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

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